

## Management Effectiveness Based on High School in North Mollo District (Studies at Kapan State High School and Kapan Christian High School)

Yerfiana Akas Dermaci BOIMAU<sup>1</sup>, Ajis Salim Adang DJAHA<sup>2</sup>, Melkiesedek N. B. C.  
NEOLAKA<sup>3</sup>

<sup>1,2,3</sup>Nusa Cendan University

### Article Info:

#### Article History:

Received: 2023-03-05

Revised: 2023-04-12

Accepted: 2023-04-27

#### Keyword:

Effectiveness,  
Management, Schools.

#### Corresponding Author:

##### Name:

Yerfiana Akas Dermaci  
BOIMAU

##### Email:

boimauyerfiana@gmail.com

##### Paper Type:

Research Paper

### Abstract:

#### Purpose:

Through the School-Based Management (MBS) system, each school seeks to attract consumers (students) to make choices about their school, so the author wants to find out what and how School-Based Management in Kapan State High School and Kapan Christian High School influences school competition in getting new students or other factors.

#### Methodology:

The method used in this research is a descriptive method with a qualitative approach with 76 people who were determined purposively. Then, the primary and secondary data collected were analyzed using data analysis techniques from Creswell (2016).

#### Findings:

The results of the research found that the implementation of School-Based Management in Kapan State High School, Kapan Christian High School, was the most effective in its implementation based on the classification by the author according to the level of classification of effective, less effective, and ineffective.

#### Implication:

The research showed that Kapan Christian High School was the most effective in implementing Based Management. School (MBS) is the least effective, followed by Kapan State High School.

Cite this article: BOIMAU, Y. A. D., DJAHA, A. S. A., NEOLAKA, M. N. B. C. (2023). "Management Effectiveness Based on High School in North Mollo District (Studies at Kapan State High School and Kapan Christian High School)." Journal of Entrepreneurial and Business Diversity, Volume (1), Issue (2), Page 84-92.



## INTRODUCTION

Education is the spearhead for the nation's progress. If a nation's education is good, the next generation will also be sound. Meanwhile, whether a nation's education is good or not can be seen from the implementation and orientation of the education system. The more precise the education, the more visible the development and progress of a nation. The national education system is a whole of educational components that are interconnected in an integrated manner to achieve national education goals. Education is the most essential investment for a nation, especially for a developing nation.

Management is needed to carry out an education in an orderly, regularly, and directed manner. In achieving educational goals for each educational institution, the quality or quality of educational services is the main focus, which also impacts the quality of graduates from that institution. The desired quality of education does not just happen. The desired quality must be planned. Quality must be an essential part of an institution's strategy, and to achieve it must be carefully planned.

The careful planning process is carried out through an accurate management process. One of the management models that can improve school performance by granting greater authority and responsibility to schools, which is implemented based on the principles of good school management, is School Based Management

(SBM). School-Based Management (SBM) can be interpreted as a management model that provides autonomy, provides flexibility or flexibility to schools, encourages direct participation from school members (principals, teachers, students, employees) and the community (parents, community leaders), and improve the quality of schools based on national education policies and applicable laws (Rohiat, 2010).

School-based management is a decentralized paradigm that gives complete authority to the school in managing all school operational needs so that the school can independently develop in achieving predetermined learning goals. Efforts to implement School-Based Management are also one of the keys to a school's success in the world of education so that it has high competitiveness.

Through the School-Based Management (MBS) system, each school tries to attract consumers (students) to choose their school. North Mollo District is one of the many sub-districts in South Central Timor Regency, East Nusa Tenggara Province, where three high schools have implemented a School-Based Management system. We need to see its effectiveness in implementing the School Based Management System (SBM). Based on Robbyns' theory of effectiveness, two things need to be examined: the goal approach and the competitive value approach.

From the two approaches above, in each new school year, Kapan State High School, Kapan Christian High School, and Berdikari Pika Vocational School certainly have one of the same goals: getting new students to graduate from junior high school according to their respective achievement standards. There is intense competition among these three schools to attract and graduate new junior high students. Efforts to achieve these goals are each school's competitive strategy through the School Management they adopt. In terms of increasing competitiveness to attract new students graduating from junior high schools, in Kapan, North Mollo District, there are nine (9) junior high schools that every year produce several graduates, and these newly graduated students are the targets of the three existing high schools to attract new students. The nine (9) junior high schools in North Mollo District are North Mollo 1 Middle School, North Mollo 1 Christian Middle School, North Mollo 1 Middle School, Yapenram Kapan Middle School, and St. Mary's Middle School. Yoseph Fernaidentz when, SMPN Tunua, SMPN Fatukoto, SMPN Satap Nefotes, SMPN Lelikatan and SMPN Fatumetan.

Based on the initial data obtained, the following is student data at Kapan State High School and Kapan Christian High School, North Mollo District, for the last four years as follows;

**Table 1.** Number of Public High School Students in 2020 – 2023

Year	Number of Students		Total
	Male	Female	
2020	186	221	407
2021	198	248	446
2022	199	272	471
2023	200	232	432

**Table 2.** Number of Christian High School Students in 2020 – 2023

Year	Number of Students		Total
	Male	Female	
2020	289	409	698
2021	304	417	721
2022	297	421	718
2023	218	417	635

Based on data from the three tables above, it shows that the highest number of high school students is in Christian high schools. Even though it has fluctuations in the number of students, it is always higher than other schools. Kapan State High School follows the following; the lowest percentage is at Berdiari Pika Vocational School. Based on the data on the number of students, data on the number of graduates from the three existing schools for the last four (4) years is also attached as follows;

**Table 3.** Number of public high school graduates in 2020 – 2023

Year	The number of students		Total
	Male	Female	
2020	71	73	144
2021	68	84	152
2022	58	76	134
2023	77	79	156

**Table 4.** Number of Christian High School Graduations in 2020 – 2023

Year	The number of students		Total
	Male	Female	
2020	66	87	153
2021	103	109	212
2022	110	123	233
2023	109	131	240

Based on the data above, we can see that the highest number of graduates is still occupied by Kapan Christian High School, followed by Kapan State High School. From the diversity of existing data, the authors are interested in conducting research titled "Effectiveness of School-Based Management in 2 Senior High Schools in North Mollo District, South Central Timor District. Through the title of this research, the author wants to find out what School-Based Management is like at Kapan State High School and Kapan Christian High School and compare the Effectiveness of School-Based Management from the three schools in North Mollo District to see whether the effectiveness of school management from these two school influences school competition in getting new students or other factors.

**Literature Review, Effectiveness.** The word practical comes from English, namely effective, which means successful or something done successfully. In the Indonesian dictionary (2005), it is stated that "effective means there is an effect (consequence, influence, impression), efficacious or efficacious in bringing results. "So, effectiveness is the compatibility between the person carrying out the task and the intended target.

Effectiveness is always related to the relationship between the expected results and the actual results achieved. Effectiveness can be seen from various viewpoints and assessed in various ways. Robbins (Indrawijaya, 2010) defines effectiveness as; "The level of organizational success in trying to achieve short-term goals (objectives) and long-term (means)." Based on this, effectiveness is an essential concept because it can provide an overview of the success of an organization in achieving the expected targets or objectives. Activities are carried out effectively, where the implementation process always shows accuracy between the expectations we want and the results achieved. It follows the opinion Makmur (2015) expressed: "Effectiveness can be said to be the accuracy of expectations, implementation, and results to be achieved".

**School-Based Management.** School-Based Management (SBM) can be interpreted as a management model that provides greater autonomy (authority and responsibility) for schools, provides flexibility/flexibility for

schools, and encourages direct participation of school residents (teachers, students, principals, employees) and community (parents of students, community shops, scientists, entrepreneurs).

Lethwood and Manzeis (1998) identified the characteristics of School Management (SBM) as including 4 aspects, namely: 1) Administrative control, under the authority of the school principal; 2) Professional control, is control under the authority of the teacher corps; 3) Community control; is control under the authority of the student's guardian through the school board; 4) Balanced control: professional control and community control are exhibited in a balanced manner.

## METHODS

The method used in this research is a descriptive method with a qualitative approach with 76 people who were determined purposively. Then, the primary and secondary data were analyzed using data analysis techniques (Creswell, 2016).

## RESULTS AND DISCUSSION

**Effectiveness of School-Based Management in Kapan Christian High School.** School-based management (SBM) is applied to education based on Law Number 20 of 2003 concerning the National Education System Article 51 paragraph (1) states that; "Management of early childhood education units, basic education, secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management." As the implementation of the Law in PP Number 19 of 2005 as amended to become PP Number 32 of 2013 concerning National Education Standards article 49 paragraph (1), it is stated that "The management of education units at the primary and secondary education levels applies school-based management which is shown by independence, partnership, participation, fairness, openness, and accountability."

Based on this, schools as educational units should implement School-Based Management (SBM) in their education management. In this regard, Kapan State High School, as one of the schools in the North Mollo District and South-Central Timor District since 2013, has implemented SBM in schools.

The results of research regarding the effectiveness of school-based management based on the six principles of SBM at Kapan State High School are as follows;

**1. Independence.** Independence is defined as the freedom to organize and manage oneself; independence in terms of programs and funding is the primary measure of school independence. So, school independence is the school's authority to regulate and manage the interests of the school community according to its initiative based on the aspirations of all school members following applicable national education laws and regulations. School independence should be supported by the school's ability to make the best decisions, democracy, resource mobilization, effective communication, problem-solving, adaptive and anticipatory towards educational innovation, synergy, and collaboration.

Based on the results of interviews, the principle of school independence in organizing and managing schools related to programs and funding at Kapan State Senior High School found that the principle of school independence is well implemented because the school itself manages school management. Meanwhile, outside parties only act as supporters. It shows that schools have independence in school management.

**2. Partnership.** The partnership explains that each school member has a specific function and role. Relationships between school members are based on partnerships, which are forms of cooperative relationships between schools and the community, individuals, groups/organizations, and the Business and Industrial World (DUDI). The principle of partnership between schools and communities is in an equal position, which carries out mutually beneficial cooperation to improve the quality of education in schools. Benefits for the community from

the existence of partnerships are usually felt indirectly, for example, by fostering community members who have noble morals and creating social order. Schools can partner with religious leaders, community leaders, traditional leaders, the business world, the industrial world, government agencies, professional organizations, youth organizations, women's organizations, and non-governmental organizations (NGOs).

Talking about school partnerships, Kapan Negeri SMA, in interviews conducted, found that the benefits received by schools through partnerships include increasing the abilities and skills of students, increasing the quality and quantity of school facilities and infrastructure, obtaining contributions of ideas for school development, and forming the duties of the school principal and teacher. In this case, Mrs. Angel Tan Tapatab said that.

**3. Participative.** Participation is meant as the participation of all stakeholders related to the school in managing the school and making decisions. At Kapan State High School, the principal's decision was not to take action alone, but the principal, the teachers, and the committee met to discuss an agreement. It did not stop there, but I also met with the student's parents. However, this is only for some types of decisions. Some decisions need to involve the student's parents; some are only made internally by the school.

In addition, participation is also related to their participation through formal procedures, namely school committees, or incidental involvement in school activities, such as commemorating national holidays, regional holidays, religious holidays, supporting the success of inter-school competitions, or developing learning. Forms of participation can be in the form of personnel, funds, infrastructure contributions, technical assistance, and ideas about school development.

The interviews show that the school does not limit itself and students from actively participating in several activities. Why is that when the researchers conducted interview discussions with several students, they also conveyed the same thing: There are several extracurricular activities that the school provides as a place for them to develop their talents, such as extracurricular football, volleyball, choir, and scouting. It is also one of the reasons students enrolled at Kapan State High School.

**4. Justice.** Justice means that schools are impartial towards one of the human resources involved in managing and distributing resources to improve school quality. The human resources involved, school members, and other stakeholders can participate and provide support to improve school quality according to their capacity. The distribution of resources for managing all school management substances is carried out wisely to accelerate efforts to improve school quality. It requires all stakeholders to support the school as optimally as possible.

From the interview results, it can be concluded that the school looks fair. However, the author feels there is still a tiny quantity of injustice because the number of students receiving assistance varies, and the students interviewed are science class students. In general, we know that science class students always say something positive. The author could not find other informants because some students had already left school.

**5. Openness.** Openness provides an opportunity for school members to find out what is happening and understand the actual conditions of the school. Management in the context of SBM is carried out openly or transparently so that all school members and stakeholders can understand the mechanism for managing school resources. Furthermore, the school gains the trust and support of stakeholders. Disclosure can be done through disseminating information in schools and providing information to the public about managing school resources to gain public trust in schools. The growth of public trust is the first step in school efforts to increase community participation in schools.

Based on the research results related to the principle of openness at Kapan State High School, when interviewing several teachers, they acknowledged that the school had never been closed in any way, either among teachers or with students and parents.

**6. Accountability.** School-based management must be understood as a model of giving greater authority to schools. As a consequence, schools must be responsible for what they do. For this reason, accountability here



emphasizes responsibility for implementing education in schools, especially the achievement of means of improving school quality. Schools manage resources based on statutory regulations and can be accountable to the government, all school members, and other stakeholders.

Accountability includes the implementation of school management processes and components. Accountability can be carried out in writing and legal administrative evidence, showing physical evidence (such as buildings, benches, and laboratory equipment), or verbally, for example, in meetings inviting stakeholders.

**Effectiveness of School-Based Management in Kapan Christian High School.** School-based management (SBM) is applied to education based on Law Number 20 of 2003 concerning the National Education System Article 51 paragraph (1) states that; "The management of early childhood education, primary education, and secondary education units is carried out based on minimum service standards with school/madrasah-based management principles." As an implementation of this Law in PP Number 19 of 2005 as amended to PP Number 32 of 2013 concerning National Education Standards article 49 paragraph (1), it is stated that "The management of educational units at the primary and secondary education levels applies school-based management which is demonstrated by independence, partnership, participation, openness, and accountability."

Based on this, schools as educational units should implement school-based management (SBM) in managing education in their schools. In this regard, Kapan Kriten High School, as one of the schools in the North Mollo District, South Central Timor Regency, has implemented SBM in schools since 2013. Based on research results related to management effectiveness based on six school-based management principles, researchers found that;

**1. Independence.** Independence can be interpreted as independence in organizing and managing oneself; independence in terms of programs and funding is the primary measure of school independence. So, school independence is the authority of the school to regulate and manage the interests of the school community according to its initiative based on the aspirations of all school members following applicable national education laws and regulations. School independence should be supported by the school's ability to make the best decisions, democracy, resource mobilization, effective communication, problem-solving, adaptive and anticipatory towards educational innovation, synergy, and collaboration.

The results of research on the effectiveness of SBM in Kapan Christian High School based on the principle of independence, Kapan Christian High School can be classified as an independent school because, as a private school under the auspices of a foundation, the school is given the freedom to organize and manage the interests of its school members such as determining monthly school fees, opening and closing new student registration schedule, accepting and dismissing teaching staff, teaching and learning activity schedule, determining strategies to attract as many new students as possible according to school standards and provisions as well as several other school management rules.

Kapan Christian High School has independence in school management as one of the principles that must be owned and implemented by schools that adhere to the School-Based Management System.

**2. Partnerships.** The partnership explains that each school member has a specific function and role. Relations between school members are based on partnerships, namely, a form of cooperative relationship between the school and the community, individuals, groups/organizations, and the Business and Industrial World (DUDI). The principle of partnership between the school and the community is in an equal position, which carries out mutually beneficial cooperation to improve the quality of education in schools. The benefits received by schools include increased abilities and skills of students, increased quality and quantity of school facilities and infrastructure, the contribution of ideas for school development, and the formation of the duties of school principals and teachers. Benefits for society are usually felt indirectly, for example, by developing members of society with noble character and creating social order. Schools can establish partnerships with religious leaders, community leaders, traditional

leaders, the business world, the industrial world, government institutions, professional organizations, youth organizations, women's organizations, and non-governmental organizations (NGOs).

The results of research on partnerships in SBM, which require schools to have specific functions and roles, in Kapan Christian High School, the school community includes committees, principals, teachers, staff, and students.

Apart from that, the school's collaborative relationship with the community, both individuals, groups/organizations, and the business world, produces mutually beneficial relationships to improve the quality of education in schools. Christian High Schools also do this. One of the advantages of school partnerships with individuals and groups is the formation of the duties of the principal and teachers.

**3. Participatory.** Participation is meant as the participation of all stakeholders related to the school in managing the school and making decisions. Their participation can be done through formal procedures, namely school committees, or incidental involvement in school activities, such as commemorating national holidays, regional holidays, religious holidays, supporting the success of inter-school competitions, or developing learning. Forms of participation can be donations of personnel, funds, and infrastructure, as well as technical assistance, among other things, ideas for school development.

The research results at Kapan Christian High School show that they are a very participatory school because they involve themselves in various activities within and outside the school environment.

**4. Justice.** Justice means that schools are impartial towards any human resources involved in managing and distributing resources to improve school quality. The human resources involved, school members, and other stakeholders can participate and provide support to improve school quality according to their capacity. The distribution of resources for managing all school management substances is carried out wisely to accelerate efforts to improve school quality. With fair requirements, all stakeholders can support schools as optimally as possible.

In managing school resources, the school does not take sides with one human resource but with mutual interests and benefits. Similar principles apply to the allocation of funds intended to raise the standard of education in Christian SMA.

**5. Openness.** Openness provides an opportunity for school members to find out what is happening and understand the actual conditions of the school. Management in the context of SBM is carried out openly or transparently so that all school members and stakeholders know the mechanism for managing school resources. Furthermore, the school gains the trust and support of stakeholders. Openness can be achieved through disseminating information in schools and providing information to the public about school resource management to gain public trust in schools. Growing public trust is the school's first step to increasing community participation.

The Kapan Christian High School study results show that the community highly trusts the school. One clear piece of evidence is that from the number of high schools in the Kapan area, Kapan Christian High School has the most significant number of students. External parties provide various forms of support to support all school teaching and learning activities, from the local government, religious leaders, and the surrounding community.

Kapan Christian High School is also always open to conveying information regarding managing school resources, such as always holding teacher and committee meetings and meetings with students' parents to discuss matters that need to be discussed together regarding school management. Several students in the in-class interview discussion also conveyed it.

**6. Accountability.** School-based management must be understood as a model of giving greater authority to schools. As a consequence, schools must be responsible for what they do. For this reason, accountability here emphasizes accountability for implementing education in schools, especially the achievement of means of improving school quality. Schools managing resources are based on statutory regulations and can be accountable

to the government, all school members, and other stakeholders. Accountability includes the implementation of school management processes and components. Accountability can be carried out in writing and legal administrative evidence, showing physical evidence (such as buildings, benches, and laboratory equipment), or verbally, for example, in meetings inviting stakeholders.

As a school that is given the authority to manage its household by getting support from outside parties, it is undoubtedly necessary and mandatory to carry out accountability.

## CONCLUSION

Implementation of School-Based Management in Kapan State High School, Kapan Christian High School is the most effective in its implementation based on classification by the author according to the level of classification of effective, less effective, and ineffective; the results of the research show that Kapan Christian High School is the most effective in implementing School-Based Management (SBM), followed by SMA Negeri Kapan as the less effective.

## REFERENCE

- Arinta, D. Y. (2017). The Influence of Individual Characteristics. Business Characteristics. Characteristics of Credit on Debtor's Ability to Pay Credit at BPR Jatim Probolinggo Branch. *Journal of Economics and Business*
- Creswell, J. W. (2016). *Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. 4th ed. Yogyakarta: Pustaka Belajar.
- Daeng, E. (2023). Analysis of Factors Inhibiting the Fire Hazard Management Policies Implementation by the Fire Department of Kupang City. *Journal of Tourism Economics and Policy*, 3(1), 49–61. <https://doi.org/10.38142/jtep.v3i1.557>
- Departemen, P. N. (2005). *KBBI (Kamus Besar Bahasa Indonesia)*. Jakarta: Balai Pustaka.
- Indrawijaya, A. I. (2010). *Teori, Perilaku, dan Budaya Organisasi*. Bandung: Refika Aditama.
- Lethwood K., & Manzeis T. (1998). Forms and Effects of School-Based Management: A Review. *Educational Policy*, vol. 12, no. 3, pp. 325-347. 13. <https://doi.org/10.1177/0895904898012003006>
- Makmur. (2015). *Efektivitas Kebijakan Kelembagaan Pengawasan*. Bandung: Refika Aditama.
- Nurdin, N., & Riyadi, P. (2023). The Effect of Financial Performance, Leverage, Good Corporate Governance, and Company Size on The Sustainability Report (Study of Companies Listed on the IDX, LQ 45 In the Year 2015 – 2019). *Journal of Entrepreneurial and Business Diversity*, 1(1), 22–37. <https://doi.org/10.38142/jebd.v1i1.34>
- Putra, B. L., Rifqi, A. A., & Al-Masyhuri, S. (2023). A Low Financial Literacy on The Desire to Do Online Loans (Case Study of Muhammadiyah Surabaya University Students). *Journal of Entrepreneurial and Business Diversity*, 1(1), 55–58. <https://doi.org/10.38142/jebd.v1i1.45>
- Rohiat. (2010). *Manajemen Sekolah*. Bandung: Refika Aditama.
- Saputra, K. A. K., Manurung, D. T. H., Rachmawati, L., Siskawati, E., & Genta, F. K. (2021). Combining the Concept of Green Accounting with the Regulation of Prohibition of Disposable Plastic Use. *International Journal of Energy Economics and Policy*, 11(4), 84–90. <https://doi.org/10.32479/ijeep.10087>
- Saputra, K. A. K., Subroto, B., Rahman, A. F., & Saraswati, E. (2023). Mediation Role of Environmental Management Accounting on The Effect of Green Competitive Advantage on Sustainable Performance. *Journal of Sustainability Science and Management*, 18(2), 103–115. <https://doi.org/http://doi.org/10.46754/jssm.2023.02.008>



